

# READING, FOUNDATIONS AND TECHNOLOGY

A Review of Department Programs for  
Continuous Improvement Initiatives

Annual Report  
2017-2018

**College of Education  
Reading, Foundations, and Technology  
Departmental Annual Report, 2017-2018**

**A. Academic Programs**

- a. Develop a table that includes the name of each program in your department, its level (BSED, MSED, certificate, etc.) and the enrollment head count and SCH for the past 5 years. This information is available on the Dashboard. See sample table below.

| Program                     | Level | 2013-14  | 2014-15  | 2015-16  | 2016-17  | 2017-18  | Increasing<br>Static<br>Decreasing |
|-----------------------------|-------|----------|----------|----------|----------|----------|------------------------------------|
| Literacy/Reading            | MSED  | 151/792  | 174/883  | 84/895   | 103/1185 | 111/1174 | Increasing                         |
| Literacy                    | CERT  |          |          | 2/9      | 1/13     | 3/21     | Increasing                         |
| Educational Technology      | MSED  | 123/676  | 108/674  | 54/628   | 51/564   | 51/514   | Static                             |
| Educational Technology Cert | CERT  | 13/73    | 18/89    | 7/66     | 2/12     | 2/20     | Decreasing                         |
| Middle School               | BSED  | 236/2834 | 229/2795 | 140/3168 | 140/3249 | 157/3133 | Static                             |
| MAT                         | MA    | 196/1194 | 183/1169 | 76/847   | 63/620   | 46/538   | Decreasing                         |
| MAT-Joplin                  | MA    | 62/231   | 47/207   | 21/193   | 15/130   | 7/80     | Decreasing                         |
| MATL                        | MA    |          |          | 8/75     | 28/338   | 30/373   | Increasing                         |
| SETL                        | EdS   |          |          | 6/54     | 10/127   | 7/86     | Static                             |

- b. Develop a table that includes the name and level of all the programs in your department and the number of graduates for each of the past 5 years.

| Program                | Level | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 <sup>1</sup> | Increasing<br>Static<br>Decreasing |
|------------------------|-------|---------|---------|---------|---------|----------------------|------------------------------------|
| Literacy/Reading       | MSED  | 22      | 23      | 21      | 24      | 9                    | Static                             |
| Educational Technology | MSED  | 5       | 18      | 17      | 10      | 11                   | Decreasing                         |
| Middle School          | BSED  | 36      | 21      | 30      | 16      | 20                   | Decreasing                         |
| MAT                    | MA    | 19      | 12      | 15      | 20      | 9                    | Decreasing                         |
| MAT – Joplin           | MA    | 3       | 1       | 6       | 4       | 2                    | Decreasing                         |
| MATL                   | MA    |         |         |         | 0       | 2                    | New Degree                         |
| SETL                   | EdS   |         |         |         | 0       | 0                    | New Degree                         |

<sup>1</sup> Column includes Su17 and Fa17 only.

- c. Develop a table that includes the name and level of all the programs in your department and the number of diverse candidates for each of the past 5 years.

| Program                | Level | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | Increasing<br>Static<br>Decreasing |
|------------------------|-------|---------|---------|---------|---------|---------|------------------------------------|
| Literacy/Reading       | MSED  | 7       | 6       | 5       | 5       | 5       | Static                             |
| Educational Technology | MSED  | 22      | 20      | 16      | 9       | 12      | Static                             |
| Middle School          | BSED  | 34      | 18      | 18      | 15      | 15      | Static                             |
| MAT                    | MA    | 32      | 17      | 11      | 8       | 9       | Decreasing                         |
| MAT-Joplin             | MA    | 8       | 5       | 5       | 3       | 1       | Decreasing                         |
| MATL                   | MA    |         |         |         | 1       | 0       | New Program                        |
| SETL                   | EdS   |         |         |         | 1       | 0       | New Program                        |

- d. What conclusions do you draw from the above three tables regarding enrollments, recruitment efforts needed, number of diverse candidates, etc.

An analysis of the data found in the three tables indicated a problem with the numbers. Between 2014-15 and 2015-16 enrollment by headcount declined in every program. Headcounts in Tables b and c did not decline proportionately. A check was made in order to determine if duplicate counts were included in the years prior to Sp15. The data did not indicate the enrollment headcounts were duplicated. A review of all programs in COE should be conducted to determine if a change was made in personnel or policy that negatively affected enrollment. A review of external variables might be revealing as well.

While some programs show declines and fewer show increases, overall the department seems to be in state of status quo. Recruiting efforts continue in the new degree programs and more mature programs in the department. Efforts continue to recapture students in the MAT who have left the program for one or more reasons. Diversity continues to be an emphasis in the department. The faculty has become more diverse over time, which may help in recruiting students from diverse communities, especially when the engage in public school settings. For the 2018-2019 academic year, 38% of the faculty will be from diverse backgrounds.

### Literacy/Reading

As noted in last year's annual report, Literacy/Reading headcounts declined significantly. Interestingly, SCHs increased as the enrollment declined, which is a positive effect. The Literacy Graduate Certificate showed small but incremental growth. The enrollment of diverse candidates in this program appears static. The past three years show a headcount of 5 students. Recruitment of diverse candidates should be an emphasis for the program as schools become more diverse in this region of the state.

## **Educational Technology**

A similar phenomenon in enrollment occurred in this program as in the Literacy program with the exception that SCHs decreased, as well. Graduates from this program are decreasing. The number of diverse candidates decreased after the 2014-15 academic year and has not recovered.

EDT 520, Technologies in a Contemporary School Setting, continues to provide additional enrollment and SCHs to RFT from the Elementary Education program. EDT 770, Computer Network, Cloud and Internet Safety, brings enrollment through the international program. The current academic year saw students from China and Master of Science in Individualized Studies enroll in the program. While these students are not enrolled in the program pursuing a degree, their participation in an EDT course increases contact with diverse populations and increases student credit hour production. This programs ranks second in the number of diverse students by headcount.

Discussions regarding the recruitment of students has occurred and efforts will be made to contact students in order to encourage them to complete the program and recruit new students.

## **Middle School**

The Middle School program remains static in both headcount and SCH production. This program produces more SCHs than any other program in RFT. In 2016-17, the number of graduates declined, although when Sp18 numbers are added to the summer and fall semesters, the number of graduates may rebound from the previous year. The Middle School program had more diverse students than any other programs in RFT. Dr. Stormer, program director, has been active in promoting the Middle School program. Students are active in organizations and present at national conferences. In addition, the program has a strong relationship with several schools, such as Reed and Jarrett Middle Schools in the Springfield Public School.

## **Master of Arts in Teaching (MAT)**

The MAT program has experienced a steady decline in enrollment over the past 5 years. This decline is also occurring for the Joplin program. Previous recruitment campaigns have failed to increase enrollments, and program faculty feel the struggle to get content area courses is the main hindrance. A study conducted with approximately 403 MAT students produced valuable findings. When asked what factors contributed most to completing or not completing the program, respondents identified these issues.

- Supportive professors
- Seminar paper too demanding
- Financial burden
- Limited course offerings

When asked, how could the MAT be improved to increase graduation rates, respondents identified these issues.

- More course offerings at more accessible times
- Clear communication regarding expectations for the seminar paper
- One advisor from start to finish

- Follow up with students who have not returned
- Certification and graduation should occur at the same time

Several recommendations were identified based on these responses.

- Organize the MAT so that certification and completion of the degree occur simultaneously
  - Expose students to research early in the program, not at the end
  - Revise type of research product so that it matches the needs of practicing teachers (teacher-researcher and reflective practitioner), which may not be a five chapter formal paper

Discussion has begun to revise the research product that is aligned to the needs of classroom teachers. Zoom is being used in MAT courses to make them more accessible to areas outside of Springfield. This is beneficial for students enrolled in the SFR 797, Advanced Studies in Teaching and Learning, the 9 hour summer course that begins the program. Except for SEC 783 and SEC 784, practicum and clinical practice courses, all other courses are offered online. The academic advisor has remained the same, however, the graduate advisor has changed several times over the years as the director's position has changed.

The decline of the Joplin cohort has contributed to the overall decrease in the enrollment in the MAT program. A memo of understanding ended between MSU and MSSU. In the past, MSSU, and in particular the dean of the education program at MSSU, recruited heavily for the MAT program. MSSU faculty taught 19 credit hours in the program. MSSU is no longer involved with the MAT, which has left a serious vacuum in the area surrounding Joplin. Once a source of 20 to 25 candidates for each cohort, the enrollment has decline to 2 or 3 candidates per cohort each year.

In the past few years, phone canvassing, Facebook and email have been used to contact candidates who have not completed the program. Candidates are encouraged to complete the degree. Several candidates have returned to the program and completed the degree. These efforts will continue. This is a critical point for the MAT program. From 2013 to 2016, 86 candidates did not return to the program. This has contributed to declining enrollment and SCH production for the program. While some of these individuals have been brought back into the program, efforts must continue to contact and encourage them to return to the program.

## **MATL**

The MATL program is in its third year of existence and is showing enrollment increases. Cohorts were developed in Nixa and Springfield, with these two sites each under consideration for a second cohort for 2017-2018. The first graduates of this program are expected in SP18. The program coordinator meets personally with school personnel to explain the program to acquire access to degree sites. He hosts receptions at each potential school site to disseminate information and attract students. In addition to the above activities, this program needs to develop a recruitment plan which increases the enrollment of diverse students.

The SETL is taught in conjunction with the MATL until enrollments reach sufficient levels to offer a separate section of each. The degree is not showing the growth present in the MATL, but

does show an increase from the first year to the second. As with the MATL, the first graduates of this program are expected in SP18. Recruitment follows the same process described in the MATL section. Both degrees need to develop a recruitment plan with the goal of increasing the enrollment of diverse students.

- e. **Briefly describe departmental plans to incrementally increase enrollments in individual programs or in the department as a whole.**

### **Literacy**

Literacy distributes program information through ELE 302, SEC 302 and RDG 318 courses in order to interest students in the MSED – Literacy degree program early in their professional education coursework. The coordinator and faculty take part in on-campus recruitment events and the MSU Career Fair. The MSED – Literacy is offered entirely online, which allows the program to go beyond geographic barriers to recruit students. The program considering targeted recruitment at area elementary schools to heighten awareness of the online degree. A partnership between College of the Ozarks and RFT Literacy program will be investigated. C of O does not have graduate programs and a transitional bridge between the two programs might increase the enrollment and better serve students at both institutions. Teachers in the public schools can enroll in a graduate certificate in dyslexia in the Sp19 semester.

### **Educational Technology**

Educational Technology is an online program making it is possible to market the degree in public schools, off-site locations, and in business arenas. Three school districts were targeted to increase enrollment in the EDT program. These were medium sized districts located 30 to 100 miles from Springfield with the potential for increasing enrollment; however, few teachers enrolled in the program. Another set of school districts will be targeted for the 2018-19 academic year. These districts include Springfield Public Schools and others surrounding Springfield. This will make it easier for direct contact over a sustained period of time. In addition, the coordinator and faculty made presentations at the Innovation Institute conference in Springdale, Arkansas, and the Regional Consortium for Educational Technology (RCET) explaining the program and encouraging enrollment. Only the RCET presentations have produced minimal results. This program is marketed to businesses. Employees in technology related position benefit from the Educational Technology Certificate. A plan to develop a brochure targeting this degree will be developed with the intent to mail the brochure to area business in order to extend the reach of the program further within the business community. On-campus recruiting events and conference presentations will again figure prominently in EDT recruiting strategies.

### **Middle School**

The Middle School program is an undergraduate program, and as such, must either recruit candidates early in their education before they have settled on a major or, during recruiting events, recruit students who want to add additional grades to their certifications, or attract students who wish to change their grade certification major. The coordinator takes part in on-campus recruitment fairs and works with area public schools to attract students. She has connected with

middle schools, middle school students and administrators. The coordinator is also part of a team of faculty engaging in activities to increase enrollment of underrepresented students.

The coordinator is active in the American Middle Level Educators Association and has taken pre-service teachers to the national conference. They attended sessions and presented a round table session. These activities are designed to increase interest in the program.

## **MAT**

The MAT program has spent several years studying the decrease in enrollment. A MAT student conducted a research study of MAT enrollment over a several year period with the guidance of Dr. Uribe-Zarain. Findings from this research was discussed earlier in this report. A promising development may be found in the CNAS-MAT initiative that includes a graduate certificate. This initiative would remove the excessive load of content courses required for certification, which will now be built into the BS in Science undergraduate degree. MSU students entering the MAT will transition directly into the MAT program. If this program is successful, it might be a template for other secondary programs. MoDESE issued a memorandum on May 16, 2018 that outlines several routes an alternative certification student may meet content requirements. Once implemented, this could make it easier to transition into the MAT program and considerably shorten the time it takes to meet certification requirements in the program. If not, a discussion regarding its future should occur.

## **MATL/SETL**

The MATL is actively and successfully recruiting in local school districts to obtain school sites and students for the cohort model. Program faculty need to expand recruitment efforts to outlying school districts where it is difficult to obtain a master's degree. Recruiting students at diverse school district sites may increase the diversity of the cohorts. Enrollment in the MATL has shown healthy increases since its inception in the 2015-16 academic year.

The SETL is taught in conjunction with the MATL and has the same recruitment process and recommendations for future recruitment plans. The enrollment has averaged 8 students per year with a range 4 students in 2015-16 to 10 students in 2016-17. As the program matures and develops a base of graduates, the department anticipates it becomes a viable alternative to the plethora of educational administration degree programs from online institutions and the MSU MSED program.

### **B. Assessments for Data-Driven Decision Making**

Assessments, both at the unit (EPP) and program level, have been designed and entered in the Taskstream system. Each program has key assessments related to state and national standards. Programs annually review their data to ensure standards are being met and continuous improvement occurs. In addition, the MSED-Literacy adheres to the International Literacy Association SPA standards, which requires the program to use assessments aligned to these standards. The EDT program is making course, program, and assessment changes which will enable it to make application for membership to the International Society for Technology in

Education SPA. Once achieved, SPA membership reviews must be resubmitted on a regular basis to ensure programs are using data to continuously improve their programs.

Programs regularly review program data in order to determine the effectiveness of sustaining and improving quality for candidates. Coordinators, with the department head, reviewed data that included enrollment, graduation rates, certification rates, if applicable, number returning to the department and no return. In one case, for example, an analysis of the data found that 86 candidates had not returned to one program from 2013 to 2016. Another review of data based on headcounts was done, as well. As the categories for reporting program data were discussed, program coordinators were able to identify issues and develop strategies to address specific issues.

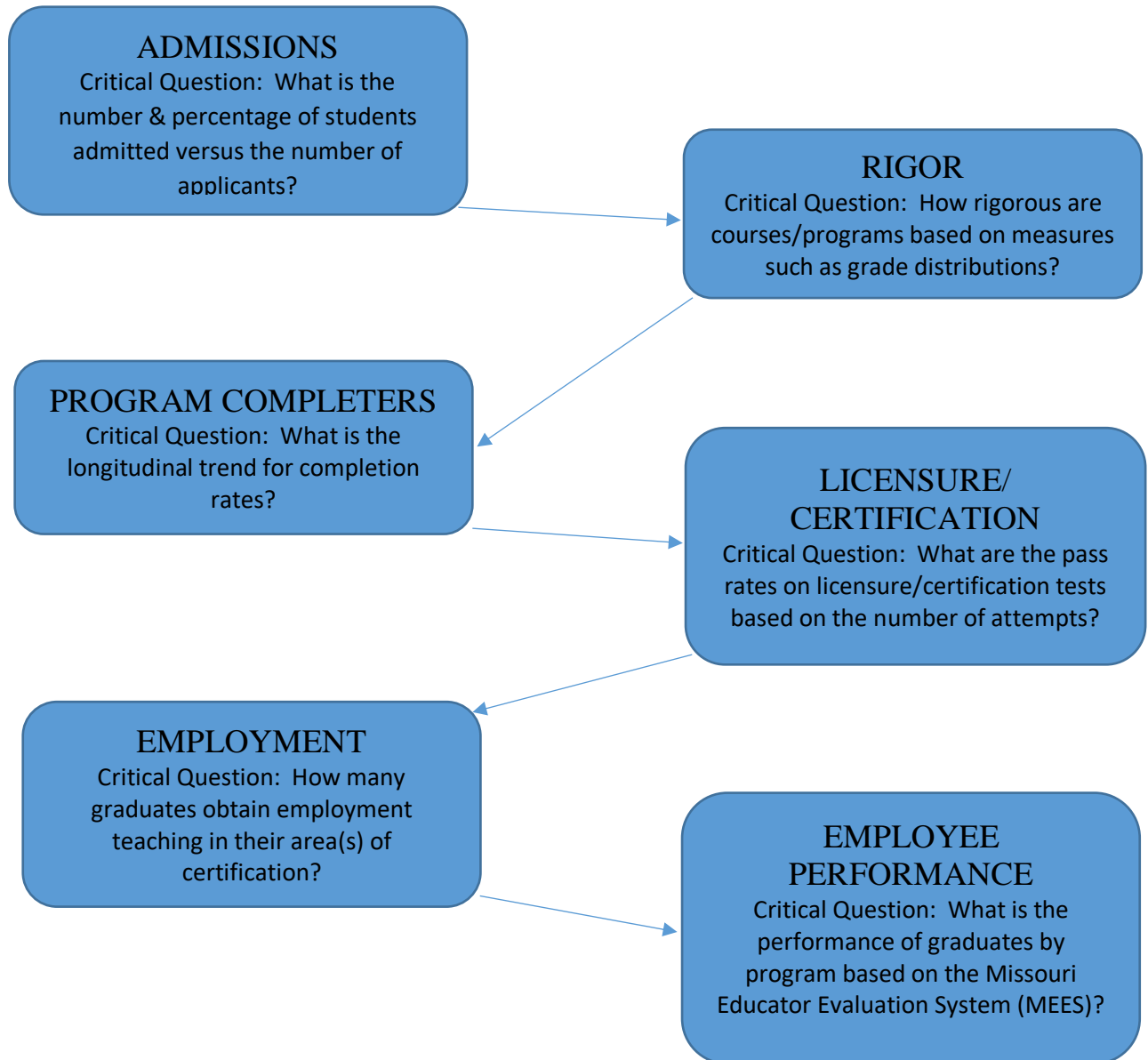
An example of changes based on the review of data is EDC 345. In conjunction with the BSED Assessment Committee and BSED Director, Dr. Roberts initiated a change to pre-requisites to EDC 345 that will better serve students and faculty and improve data collection procedures.

A formal structure exists for the RFT Assessment Plan. The assessment plan is comprehensive, taking the candidate from admission to employment and performance as the teacher of record. Critical questions have been included in the figure to encourage discussion among constituents as to how these components can effectively be evaluated in order to improve program level services.



# Reading, Foundations and Technology Department

## Program Assessment Plan



**C. Faculty Resources**

- a. Develop a table that lists each program in your department and the full-time FTE and part-time FTE allocated to each program listed. Also include the percentage of full-time vs. part-time FTE. See sample table below.**

| Department/<br>Program    | Level                                | Full-time<br>FTE<br>Springfield | Part-time<br>FTE<br>Springfield | Full-<br>time<br>FTE<br>off-<br>site | Part-<br>time<br>FTE<br>off-<br>site | %FT/%PT<br>Springfield | % courses<br>taught full-<br>time vs<br>part-time<br>Springfield |
|---------------------------|--------------------------------------|---------------------------------|---------------------------------|--------------------------------------|--------------------------------------|------------------------|--|
| <b>RFT</b>                | <b>Department</b>                    | <b>16</b>                       | <b>15</b>                       | <b>1</b>                             | <b>8</b>                             | <b>52%/48%</b>         | <b>79%/21%</b>   |
| Educational<br>Technology | MSED/Service<br>Courses <sup>1</sup> | 3                               | 1                               | 0                                    | 0                                    | 75%/25%                | 93%/7%   |
| Foundations <sup>2</sup>  | Services<br>Courses                  | 5                               | 9                               | 0                                    | 4                                    | 36%/64%                | 55%/45%  |
| Literacy                  | MSED/Service<br>Courses              | 7                               | 4                               | 1                                    | 2                                    | 64%/36%                | 89%/11%  |
| Middle School             | BSED                                 | 1                               | 1                               | 0                                    | 2                                    | 50%/50%                | 86%/14%  |

<sup>1</sup> Service courses offered for programs housed in other departments should be listed as such, e.g. foundations, reading, special education.

<sup>2</sup> Foundations includes the following: MAT, MATL, SETL, EDC 345 and Service Courses.

- b. What conclusions do you draw from this data? Briefly describe any faculty resources needed, including how this would affect program quality and enrollment?**

The departmental totals found in the table above indicates an almost even split between full-time FTE and part-time FTE; however, full-time faculty teach the vast majority of courses at 79% v. 21%, respectively. Educational Technology has the highest percentage of courses taught by full-time faculty (93%), while Foundations has the lowest percentage taught by full-time faculty (55%). EDC 345 is a contributing factor to this low percentage. One full-time faculty and 4 per course instructors taught 17 sections during 2017-2018 academic year including the summer semester. Of the total number of sections, the full-time faculty member taught 6 sections. An assessment is embedded in this course, which is important for meeting accreditation standards. One additional full-time faculty member would increase the consistency of instruction and assessment across the number of sections for this course. This need has been submitted as part of the COE Strategic Hiring Plan.

- c. How would you propose funding the needed resources?**

The College of Education Strategic Hiring Plan ranks the priority of program position requests. There is a need for an EDC 345 instructor, which is part of the COE Strategic Hiring Plan. This need will be addressed in order of priority for the College. Another option is to reassign a faculty member from another program to teach EDC 345.

#### **D. Quality of Programs and Advising**

##### **a. Describe how the department evaluates teaching effectiveness.**

RFT uses the standard College of Education student evaluation forms. Emails and visits from students in reference to a faculty member are also given consideration. Once a year, faculty prepare an Annual Review form of which one part is a report on their teaching load with a reflection on their performance. The matrix below shows the criteria for teaching effectiveness in the RFT departmental guidelines for promotion and tenure:

**Teaching** is defined as course instruction that is conducted under the auspices of MSU. It includes on-campus, off-campus, online teaching, blended courses, study away programs; research advisement in which instruction is the primary objective (directing Seminar projects, directing or advising RFT and/or College or University student committees, such as University Honors Distinction projects); thesis committees; dissertation committees; preparation and/or development of course materials and assessments; development of new courses and online courses, procurement and preparation of class and laboratory equipment and supplies; program direction, advisement, paper or project grading and supervision of practice, fieldwork, and internship experiences.

The following standards are offered as guidelines—quality work that is different than the minimums specified can be justified by the level of overall quality of teaching represented in the faculty member’s teaching accomplishments.

##### **Provide evidence/documentation of the following.**

| <b>Required Criteria as identified from the Faculty Handbook</b>  |
|---|
| 1. High student evaluations and/or student feedback based on university course evaluations (not to count for more than 50% of teaching) (on a 5 pt. scale, >4.00 where 5 is the highest; <2.0 where 1 is the highest)   |
| 2. Course syllabi reflect current research, theory, applicable standards and evidence-based practices and are revised regularly. Content and applications of the syllabi follow an appropriate sequence in both basic and advanced programs   |
| 3. Active leadership or engagement in continuing improvements in curriculum design, course development, program review, program and/or course assessments, and evaluation studies. Actively leading, participating and/or collaborating with program faculty related to program issues could include but is not limited to; committing to and completing share of group tasks in timely manner, sharing relevant information with other program faculty in a timely manner, contributing to program and departmental discussions and related tasks. |
| 4. Appropriately accessible and responsive to students through a variety of means (e.g., office hours, electronic communication)  |
| 5. Provide evidence of student feedback and responses to student questions in a timely, efficient, and effective manner.  |

6. Provide evidence of knowledge and use of a variety of appropriate teaching strategies and evaluation methods with grading and feedback in regards to student work in a timely, efficient, and effective manner.

In addition to meeting Required Criteria for teaching as identified in the Faculty Handbook 1.1.3.1, General Criteria 3.2.3, Teaching Criteria 3.2.3.1, and Faculty Evaluation of Teaching 4.2.1, the faculty member should provide documentation of:

**FOR TENURE (since coming to Missouri State University)**

At least five of the Additional Criteria listed below.

**FOR PROMOTION TO ASSOCIATE PROFESSOR (since last promotion)**

At least seven of the Additional Criteria listed below.

**FOR PROMOTION TO PROFESSOR (since last promotion)**

At least seven of the Additional Criteria listed below.

**Provide evidence/documentation of the following.**

| <b>Additional Criteria (selected by faculty member; see required number above)</b> |   |
|--|---|
| 1.   | Development of web-based, online, or blended courses  |
| 2.   | Providing opportunities for out-of-class application, experiential learning, field work, or service learning  |
| 3.   | Academic advising including number of advisees, portfolios, seminar advisement, and special projects.   |
| 4.   | Continual professional education, advanced study, e.g. certificates, certificates of completion, etc.   |
| 5.   | Honors and awards for teaching  |
| 6.   | Positive written comments by students (unsolicited, exclusive of university course evaluations)   |
| 7.   | Faculty-generated student mid-semester and/or end of semester anonymous Likert-scale surveys or other evaluation measures where results are analyzed and used as a means to make decisions about classroom climate, student engagement, expectations and rigor, and/or instruction. |
| 8.   | Student outcome data related to course objectives and program assessments used to improve course instruction and outcome data   |
| 9.   | Peer evaluations and/or observational feedback by appropriate program faculty resulting in improved teaching practices or positive peer evaluations and/or observational feedback by appropriate program faculty  |
| 10.  | Presentations related to teaching, e.g. guest lectures, campus presentations, community presentations, K12 presentations, etc.  |
| 11.  | Effective use of instructional technology in course design and/or in the classroom such as Blackboard, etc.   |
| 12.  | Effective use of resources, coursework, and instructional strategies in the classroom that are explicitly related to issues of diversity, cultural competence/proficiency, and/or equity  |
| 13.  | Chair of thesis or doctoral committee   |

|     |   |
|-----|---|
| 14. | Member of thesis or doctoral committees   |
| 15. | Excellence in teaching including enhancement of higher-order thinking skills, high-impact teaching strategies, and/or scholarly student outcomes                                    |
| 16. | B- 12+ involvement relevant to teaching in schools and/or agencies  |
| 17. | Meeting departmental/university responsibilities in regard to program and course design and implementation (e.g., collaboration with peers, completion of tasks in a timely manner) |
| 18. | Applying theory to practice inherent to the specific discipline   |
| 19. | Using university and/or teacher-generated evaluation data in planning and implementing instruction  |
| 20. | Creating and/or modifying courses to meet SPA/CAEP requirements and/or providing data for a SPA or CAEP report.   |

These guidelines were revised and approved by RFT faculty on May 18, 2018 to better clarify teaching responsibilities for faculty.

**b. Describe departmental processes to assist faculty with less than adequate teaching effectiveness.**

Faculty with low teaching averages discuss growth areas with department head and/or program coordinator. Based on these discussions, supports are agreed upon on an individual basis. Examples of these supports include mentoring by faculty who are successful in the target area, team teaching, or course reassignment. Other resources might include the FCTL.

**c. Describe how your department supports per course faculty to teach more effectively.**

In Fa17, per course instructors completed a face-to-face interview with the program coordinator and department head in order to determine their qualifications for teaching in the program. Per course instructors are monitored by the program coordinator and/or faculty within the program. Observations of content faculty, student evaluations, and student comments and concerns are taken into consideration during evaluation. Per course faculty who are not meeting expectations discuss issues with the program coordinator and the department head in order to determine the appropriate interventions. If the program coordinator and/or department head decide a per course instructor is ineffective to the point where it would be detrimental to students, the per course instructor is not rehired. In addition, the office of the Associate Provost holds a new per course orientation each fall and spring.

**E. Faculty Research and Scholarship**

- a. Complete the table below with the numbers of books, book chapters, refereed journal articles, presentations and grants submitted or awarded during 2017-18.

|   | 2017-18 | Publisher or Name of Journal  | Name of Conference/Sponsor  | Funding Agency/Amt funded |
|---|---------|---|---|---------------------------|
| # of Books  | 1       | Routledge African Studies Series  |   |                           |
| # of Book Chapters                                      | 0       |   |   |                           |
| # of Refereed International/National Journal Articles   | 6       | The Reading Teacher,<br>International Literacy Association<br><br>Journal of Literacy and Literacy Education<br><br>Journal of Contingencies and Crisis Management<br><br>Reading Horizons<br><br>Teaching, Learning and Professional Development<br><br>Middle Grades Review |   |                           |
| # of Refereed Regional/State Journal Articles           | 2       | The Missouri Reader<br><br>Kentucky English Bulletin  |   |                           |
| # of Peer-reviewed International/National Presentations | 17      |   | American Educational Research Association<br><br>Society for Information Technology & Teacher Education |                           |

|  |   |  |  |  |
|--|---|--|--|--|
|  |   |  | <p><b>Association for Middle Level Education (2)</b></p> <p><b>Literacy Research Association (2)</b></p> <p><b>International Study Association on Teachers and teaching (2)</b></p> <p><b>Jean Piaget Society Annual Conference</b></p> <p><b>International Congress of Qualitative Inquiry</b></p> <p><b>Critical Questions in Education Symposium (3)</b></p> <p><b>Association of Literacy Educators</b></p> <p><b>American Psychological Association</b></p> <p><b>Center for Literacy</b></p> |  |
| <b># of Peer-reviewed State/Regional Presentations</b> | 9 |  | <p><b>Show Case on Teaching and Learning</b></p> <p><b>The Innovation Institute: Infusing Learning with Technology (4)</b></p> <p><b>Regional Consortium for Technology (2)</b></p>  |  |

|                          |   |  |  |   |
|--------------------------|---|--|--|---|
|                          |   |  | Midwest Education Technology Community<br>Missouri Association of Reading Recovery Educators |   |
| # of State Presentations |   |  |  |   |
| # of Grants submitted    | 6 |  |  |   |
| # of grants awarded      | 4 |  |  | MSU - \$2,100.00<br>Graduate College Individual Program Recruitment Plan (\$10,000)<br>US Dept. of Education - \$<br>MSU - \$2,100.00 |
| Other                    |   |  |  |   |

**F. Student Achievements**

| Publications   | Presentations   | Other  |
|--|---|--|
| Ruffin, Heather. (2018). How we changed the dreaded reading logs to our class loving to read. <i>The Missouri Reader</i> , 42(2), 58-59. | Bayless, S., Herman, A., & LaSalle, A. (2017). <i>There are no bad questions: An exploration into appropriate questions</i> , Association for Middle Level Education. Philadelphia, Pennsylvania. | Wicks, Caitlyn – Research Project – <i>The Implementation of Native American Perspectives into an 8<sup>th</sup> Grade Critical Thinking Classroom</i> . |
| Cogo, Aileen. (2017). Bringing play back into the classroom. <i>The Missouri Reader</i> , 41(1), 44-45.                                  | Williams, B. (2017). <i>Mixed and fixed: Problem solving through mixed ability grouping</i> , Association for Middle Level Education. Philadelphia, Pennsylvania.                                 |  |
| Hult, Brooke. (2017). Using Google Hangout to learn  | Sowell, J. (2017). <i>Why can't we all just get along: Using</i>  |  |



|  |  |  |
|--|--|--|
| about Missouri. <i>The Missouri Reader</i> , 41(1), 38-39.   | <i>discussion and debate for culturally responsive purposes</i> , Association for Middle Level Education. Philadelphia, Pennsylvania   |  |
| Johnson, Heather. (2017). The value of the Optimal Learning Model. <i>The Missouri Reader</i> , 41(1), 46-48.  | Walker, J. (2017). <i>Old strategy, new tricks: Rethinking lecture and interactive instruction for the middle level learner</i> , Association for Middle Level Education. Philadelphia, Pennsylvania |  |
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#### G. Faculty Awards and Achievements

| <b>Faculty Member</b>      | <b>Award</b>   | <b>Agency</b>                            |
|----------------------------|--|--|
| <b>Dr. Kayla Lewis</b>     | FCTL Teaching Award  | Faculty Center for Teaching and Learning |
|                            | Master Online Course Recognition Award: Best in the Category of Content and Activities | MSU Outreach                             |
| <b>Dr. Ching-Wen Chang</b> | Master Online Course Recognition Award: Best in the Category of Technology             | MSU Outreach                             |

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|-------------------------|---|--|
| <b>Dr. Sarah Nixon</b>  | FCTL Teaching Award for Diversity: Culturally Responsive Teaching | Faculty Center for Teaching and Learning |
| <b>Dr. Steven Jones</b> | 2018 Curtis P. Lawrence Master Teacher Award                      | Honors College                           |